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ABSTRACT

The implications of critical multiculturalism for practice are illustrated through the ethnographic study of Richmond Road School, an inner-city elementary school in Auckland (New Zealand). Richmond Road, under the leadership of its Maori principal James Laughton, developed a critically conceived, reflective, and holistic conception of multiculturalism through a process of whole-school reform. The school's approach demonstrates how critical theory and practice can be effectively combined in a model of multicultural education that offers considerable hope for change. This model can be achieved if the advocacy of cultural pluralism associated with the field is complemented by a recognition of the need for structural pluralism, that is structural or institutional change in the school. Outlines of various policies of Richmond Road School are presented as examples of organizational reform that can be applied elsewhere. Particularly interesting is the school's family-grouping ("ropu") structure that places students of various ages together in differing kinds of bilingual education. (Contains 130 references.) (SLD)

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